**Three Cycles of a Conflict Cycle**

Consider a Conflict Cycle you have experienced or witnessed and complete the following sheets.

***Self-Concept:*** How does the student view himself/herself and his/her world?

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| CYCLE 1 | |
| ***Event:*** | What was the stressful event that began the cycle? |
| ***Thoughts:*** | What do you think the student is thinking? What might the student be saying to himself/herself? |
| ***Feelings:*** | What do you think the student feeling? |
| ***Observable  Behavior:*** | What is the observable behavior as a result of his/her feelings? |
| ***Environmental  Reaction:*** | What is the staff/peer response to the student’s behavior? How does the reaction of the staff or peers mirror the student’s behavior (which creates more stress for the student) and escalate the Conflict Cycle? |
| CYCLE 2 | |
| ***Thoughts:*** | After the staff/student negative reaction, what do you think the student is thinking? What might the student be saying to himself/herself? |
| ***Feelings:*** | What do you think the student feeling, now? |
| ***Observable  Behavior:*** | What is the observable behavior as a result of his/her feelings? |
| ***Environmental  Reaction:*** | What is the staff/peer response to the student’s behavior? How does the reaction of the staff or peers mirror the student’s behavior and escalate the Conflict Cycle? |
| CYCLE 3 | |
| ***Thoughts:*** | How does the negative staff or peer reaction reinforce the student’s irrational beliefs? |
| ***Feelings:*** | What do you think the student feeling? |
| ***Observable  Behavior:*** | What is the observable behavior as a result of his/her feelings? |
| ***Environmental  Reaction:*** | What is the staff/peer response to the student’s behavior? |
| ***What the student learned?*** | As a result of this Conflict Cycle, what “irrational belief” or “self-fulfilling prophecy” was achieved? |

**Conflict Cycle –The Staff**

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| CYCLE 1 | |
| ***Event:*** | What was the stressful event that began the cycle? |
| ***Thoughts:*** | What are you thinking? What might you be saying to yourself? |
| ***Feelings:*** | What are you feeling? |
| ***Observable  Behavior:*** | What is your observable behavior as a result of your feelings? |
| ***Environmental  Reaction:*** | What is the student response to your behavior? Did your behavior escalate or deescalate the situation? |
| CYCLE 2 | |
| ***Thoughts:*** | After the student negative reaction, what are you thinking? What are you saying to yourself? |
| ***Feelings:*** | What are you feeling, now? |
| ***Observable  Behavior:*** | What is your observable behavior as a result your feelings? |
| ***Environmental  Reaction:*** | What is the student response to your behavior? Did your behavior escalate or deescalate the situation? |
| CYCLE 3 | |
| ***Thoughts:*** | How does the negative student reaction reinforce your beliefs about the student? |
| ***Feelings:*** | What are you feeling? |
| ***Observable  Behavior:*** | What is your observable behavior as a result of your feelings? |
| ***Environmental  Reaction:*** | What your response to the student’s behavior? |
| ***What the student learned?*** | As a result of this Conflict Cycle, what “irrational belief” or “self-fulfilling prophecy” was achieved? |